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Establishing Library Publishing: Best Practices for Creating Successful Journal Editors

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Establishing Library Publishing: Best Practices for Creating Successful Journal Editors

by
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Abstract

Library publishing is a hot topic. We compiled the results of interviews with librarians and editors who are currently publishing journals with the Digital Commons platform. While the research and illustrations in this paper originate from Digital Commons subscriber interviews, we think the lessons and trends we've identified can serve as a roadmap for all librarians looking to provide successful publishing services to their faculty. Successful journal publishing appears to rely greatly upon the librarian hitting the pavement and promoting. The librarian must be ready to invest time and commit to a multi-year view. With support and encouragement, faculty will begin journals. The librarian can then use these early successes as showcases for others. While the first editors get involved in publishing because they believe in open-access or are looking to make a mark, for future editors the most powerful motivator is seeing the success of their peers. Publishing becomes viral, and the successful librarian encourages this.

> Where does this leave library publishing? It tells us that faculty need the following:
>
> 1) to know the library is available and can offer the services they need;
>
> 2) reassurance that the library is a partner and has proven success; and,
>
> 3) certainty that the library can be a successful publisher.

Introduction

A survey of the current literature on electronic academic publishing shows scholars are rapidly going digital. Commercial publishing is losing its stranglehold on the dissemination of scholarly communications, and the commercial publisher is no longer considered part of the vanguard. Rather, it is becoming apparent that as journal editors "go digital," they are looking to the university for consulting and publishing support.

The recent report "Research Library Publishing Services," published by the Association of Research Libraries's Office of Scholarly Communications, showed that 65% of responding libraries offer or plan to offer some form of publishing support, using editorial management and publishing systems including OJS, DPubs, homegrown platforms, and our own institutional repository platform, Digital Commons.[1] We at the Berkeley Electronic Press (bepress) are witnessing a groundswell of interest in publishing with the library—an average of five new journals are being created each month with Digital Commons. Our librarians are excited, and we are too.

Library publishing is the hot new topic. We've seen several reports over the last year that address the library's emerging role as publisher.[2] But, to date, we haven't seen much work on best practices for successful library publishing initiatives, so we started asking, How does the library do it? We compiled the results of interviews with librarians and editors who are currently publishing with the Digital Commons platform, and drew conclusions about the best practices of librarians who drive successful library publishing programs. While the research and illustrations in this paper originate from Digital Commons subscriber interviews, we think the trends we're seeing can be applied widely. In the following paper, we share lessons about how to best engage existing editors in library publishing and entice or support prospective editors to "jump in."

As a professional publisher, bepress has worked with hundreds of editors. From the outset, most know that becoming an editor will take tremendous energy and work. Creating and editing a journal is a huge investment of time for editors and a commitment to their discipline and to their early contributors. They bring a passion for the field and a desire to create a community for others who share their passion. But they often don't know where to turn to find help in getting started. Despite the findings of the recent reports, we have found that many scholars do not implicitly think "library" when they want to publish digitally. Even after learning about journal publishing services, faculty sometimes question whether publishing is a core competency of their library.

Where does this leave library publishing? It tells us that faculty need the following: 1) to know the library is available and can offer the services they need; 2) reassurance that the library is a partner and has proven success; and, 3) certainty that the library can be a successful publisher.

[1] Available at: http://www.arl.org/bm~doc/research-library-publishing-services.pdf

[2] These reports include:
- the ARL report
- the Ithaka Report by Laura Brown, Rebecca Griffiths, and Matthew Rascoff, "University Publishing in a Digital Age." Available at: http://www.ithaka.org/strategic-services/Ithaka%20University%20Publishing%20Report.pdf
- Catherine Candee and Lynne Withey's "Publishing Needs and Opportunities at the University of California." Available at: http://www.slp.ucop.edu/consultation/slasiac/102207/SLASIAC_Pub_Task_Force_Report_final.doc

> The first journal rarely, if ever, comes to the librarian. Instead, the librarian must seek out publishing opportunities by hitting the pavement and doing some good old-fashioned face-to-face networking to find the faculty that is ready to publish digitally.

We introduce the paper with three general observations—we call them "truths" about library publishing. Next, we discuss key services the library needs to offer to editors in order to encourage journal set-up and help them achieve long-term sustainability. Finally, we discuss the importance of creating a showcase that reflects the publishing expertise of the library, as well as the quality of library publications and, by extension, the editors. We close with thoughts about growing the service of library publishing and the viral nature of faculty engagement.

Two Hard Truths and One Easy Truth About Establishing Library Publishing

The first truth: Librarians must maintain a long-term view. Journals don't just happen with a snap of the fingers. As Ann Koopman of Thomas Jefferson University explained, her boss supported her in taking "the long-term view" because campus-wide investment in library publishing usually takes three to five years to establish. Starting new journals requires a cheerleader, promoting library publishing for as long as it takes to get faculty talking about it. Librarians who are ready to embark on a library publishing initiative must assume Koopman's long-term view, and be prepared to spend significant time developing a suite of sustainable journals.

The second truth: The first journal is the hardest. The first journal rarely, if ever, comes to the librarian. Instead, the librarian must seek out publishing opportunities by hitting the pavement and doing some good old-fashioned face-to-face networking to find the faculty that is ready to publish digitally.

Which brings us to **the third truth:** It gets easier—much, much easier, in fact—to bring on new journals once the librarian is able to showcase initial successes. The first takers publish because they see themselves as forward thinkers and open-access advocates. But most scholars are simply persuaded by the success of their peers. Once the library has helped establish three or so publications, librarians describe a transformation. Events unthinkable early in the period of journal recruitment become second nature to faculty and students. Librarians begin to watch the publishing craze catch on. Marilyn Billings, Scholarly Communications and Special Initiatives Librarian at UMass Amherst, says that after three years, she is not the primary publicizing force for ScholarWorks.[3] She finds that faculty and students, including the Dean of the Graduate School, the Vice Provost for Research, and the Vice Provost for Outreach, are now doing the publicizing for her.

Of course, these truths still beg the question: How does the library actually establish itself as publisher?

[3] http://scholarworks.umass.edu/

> Western Kentucky University's Scott Lyons recognizes that building excitement is the first way to build investment.
> In addition to personally signing up new reviewers at regional sports medicine conferences for his journal International Journal of Exercise Science, he is currently planning a kick-off celebration for the journal's editorial board at the American College of Sports Medicine's Sports Medicine Conference in Indianapolis.

Getting Editors Started

When it comes to establishing a digital publishing system, Ann Koopman considers the librarian's role as trifold. The librarian is or can be: all-around promoter; provider of clerical support; provider of technical support. To put it another way, a library publishing program requires a software platform with technical support, a support system for faculty authors and publishers, and a cheerleader to get them excited and involved.

For library publishing to achieve success quickly, we now know that it must have an evangelist—a "librarian as promoter" at the helm, who is truly dedicated to growing it from the grassroots level, by getting out and talking to people about it. When Marilyn Billings unveiled UMass Amherst's ScholarWorks IR and publishing platform, she did so with gusto and a special flair for knowing how to throw a party. Billings chose to introduce the new IR at a Scholarly Communications Colloquium sponsored by the University Libraries, Office of Research, Graduate School and Center for Teaching. She introduced it with a show tune (she's a singer as well as librarian), a slam-bang virtual curtain drawing, and a bit of digital bubbly—"three cheers for ScholarWorks!" The chancellor, who burst out laughing during the unveiling, became a staunch supporter from that moment on.

Billings's unveiling is a lesson in the importance of brewing campus excitement. Billings notes that once she started talking, everybody started talking, and soon (that is to say, soon in library time, i.e. three years), scholars started asking to publish within the library. Western Kentucky University's Scott Lyons also recognizes that building excitement is the first way to build investment. In addition to personally signing up new reviewers at regional sports medicine conferences for his journal *International Journal of Exercise Science*[4], he is currently planning a kick-off celebration for the journal's editorial board at the American College of Sports Medicine's Sports Medicine Conference in Indianapolis.

[4] http://digitalcommons.wku.edu/ijes/

Once librarians have created initial awareness and excitement, how do they build campus-wide investment? The librarians we spoke with consistently recommended that new publishing programs seek out what Sue Wilson, Library Technology Administrator at Illinois-Wesleyan University, refers to as "low-hanging fruit." Faculty who publish digital, open-access journals regard themselves as forward-thinkers, publishing electronically in order to incorporate multimedia content, increase the rate of knowledge production, and enhance access to scholarship. To find this "low-hanging fruit" librarians often seek out one or more of the following: proponents of open-access, young scholars looking to make their mark, faculty who use journal publishing as a pedagogical tool, faculty who care greatly about self-promotion, and/or editors whose journals are languishing, usually due to funding concerns.

> Librarians must be able to reach the faculty on faculty's terms—to "close the deal" if you will—by eliminating the barriers to going digital.

Once librarians have the fruit in sight, they still must be able to reach the faculty on faculty's terms—to "close the deal," if you will—by eliminating the barriers to going digital. New editors, as well as established editors seeking to transition paper journals, ask for a sustainable infrastructure and an established workflow. In the case of open source software, the infrastructure is set up by the library or the Office of Information Technology. In the case of hosted software, the technical infrastructure is maintained either at an hourly consulting rate or, as is the case with Digital Commons, the host provides both set up and ongoing, unlimited technical support. Whatever the library's choice of platform, it benefits from having established a training program and peer-reviewed workflow, so that when editors are ready to begin, start up is quick. The idea for a new journal can come from anywhere at any time. The library must be able to say, "I can help you with that." The library, in short, will want to strike while the iron is hot. Connie Foster, Professor and Serials Coordinator in the Department of Library Technical Services at Western Kentucky University, saw this first-hand when Scott Lyons and his colleague James Navalta began the *International Journal of Exercise Science*.

Though the idea of starting his own journal had been germinating for a long time, Navalta did not seize the opportunity until the day Lyons, frustrated by the protracted submission and review process of paper journals, turned right into Navalta's office instead of left into his own. As Lyons tells it, he marched into Navalta's office, threw up his hands, and asked, "James, don't you ever just want to start your own journal?"

"As a matter of fact," Navalta replied without pause, "I do." They are now growing the journal by traveling to conferences and soliciting submissions from their network of colleagues. The journal is student-focused—that is, an undergrad or grad student must either author or co-author the paper for it to be submitted.

In addition to developing new titles, librarians cull from the well of established print journals that are looking to transition to hybrid paper-electronic publications or go fully digital. These editors are enticed by the opportunity to reach a much larger audience, and by the time saved in the editorial management process. Faculty members at Boston College are well-versed in both paper and electronic publishing. The experience of Alec Peck, associate professor at the Lynch School of Education, speaks to this. He maintains a print journal, *Teaching Exceptional Children*, and an electronic journal, *Teaching Exceptional Children Plus (TECPlus)*[5], which he originally chose to establish in order to supplement the print with content like podcasts, video, and hyperlinks. He notes to Mark Caprio, BC's eScholarship Program Manager, that the time it takes him to work through a full editorial cycle for the digital journal is *at least half* that of the print cycle.

Doug White, professor of anthropology at the University of California, Irvine shares a similar perspective. He is founding editor of the e-journal *World Cultures*[6] as well as founder and editor of *Structure and Dynamics*.[7] He began his first electronic anthropology journal in 1985, publishing on 5 ¼" floppies, and edited paper journals previous to that.

[5] http://escholarship.bc.edu/education/tecplus/

[6] A print journal transitioning to digital. The electronic version is currently in demo mode.

[7] http://repositories.cdlib.org/imbs/socdyn/sdeas/

> Editing a journal is, by all accounts, a huge time investment; libraries that can offer time-saving workflow solutions make the scholar's decision to invest easier.

White, a strong proponent of open access publishing, says, "My publication output has roughly doubled because the journal is easy for me to manage." Editing a journal is, by all accounts, a huge time investment; libraries that can offer time-saving workflow solutions make the scholar's decision to invest easier.

Editors expect not just a publishing plan, but also the support of the library staff, either to train them on a software system, or to act as coordinator between them and hosted IT support. The value of face-to-face support is relevant, and here is where the librarian fills his or her second role—that of facilitator, or in Koopman's words, the "clerical role." As the facilitator, librarians support scholars by applying to aggregation and indexing services when the time is right, as well as ensuring that publications receive an ISSN number, that metadata is entered and formatted correctly, and that issues are archived. They also may be called upon to practice mediated deposits when a faculty member doesn't want to learn a publishing software. The librarian, first a promoter, next becomes facilitator, helping faculty manage and publish original content.

The librarians we spoke to have the promoter and clerical roles covered—and if their excitement to share their success is any measure, they clearly enjoy them. So how do they find time for the technical role as well? Admittedly, they don't. This is a two person job. Libraries choose Digital Commons partially because they want their librarians to do the work of building the publishing program and supporting scholars; librarians can only accomplish these two tasks if they are freed from ongoing technical support.

Marilyn Billings points out that after spending a six-month sabbatical researching IRs and publishing platforms, one of the reasons UMass Amherst chose Digital Commons was because they "felt it was more important to do the marketing and the education than spend time on technical concerns." The changing role of Mark Caprio at Boston College speaks to this as well. As he put it, "Well, I have the time to go out and see who else is doing stuff."

Sustaining Publishing

The first journal is the hardest. As is, perhaps, the second, given that library publishing is relatively new, and many would-be participants are still wary. A newly-launched journal that flounders can diminish rather than strengthen the chance that the library will ultimately succeed in its mission to become a publisher. Demonstrated sustainability is needed not just for the success of the journal but for its potential to influence prospective editors. In order to commit to editing a journal, scholars need to be reassured that the library has proven methods to ensure the journal's success. Libraries can do this by providing download reports, optimizing discoverability, and branding the full-text.

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Library publishing is effective insofar as it is able to maintain and increase readership. We found across our interviews that generating automatic download reports validates editors' and authors' efforts. Each month authors receive their readership in total downloads for each article within the Digital Commons system. In the former days of paper, editors, authors, and libraries had no way to assess the impact of publications—that is the total readership for any given article or journal. Now, authors and editors can assess, in real-time, the impact of their research, and can use download and citation statistics in funding applications and review processes.

Giving contributors feedback on the dissemination and downloads of their work creates excitement and a sense of investment in the journal and the publishing process. Authors are encouraged to submit other pieces of research and encourage their peers to do the same. Moreover, when an institution can statistically verify its impact, it is more likely to continue to support publishing endeavors. The library's publishing system may or may not automatically generate download reports. If it does not generate them automatically, then the librarian or the editor should consider this an essential task to perform manually. Another way to provide valuable feedback is to show editors and authors their rank in Google search results and citations across the web.

Doug White used both download counts and citation counts of his first issue of *Structure and Dynamics* to demonstrate initial success. He writes, "This [the numbers] reflects positively on quality of the articles, made possible in turn by the high quality and incisiveness of reviews, the number and diversity of reviewers who have responded, and selection for quality in article acceptance and reviewers."[8]

Editors use download reports to assess the impact of research, as well as identify the content most valuable to a journal's constituency. Ann Koopman, editor of *Jeffline*[9] and manager of the Jefferson Digital Commons,[10] tells a similar story about Thomas Jefferson University's *Health Policy Newsletter*,[11] which utilizes download reports to identify the topics readers find most compelling. After uploading back content from 1994 to the present, the editors now track article downloads on a quarterly basis. In analyzing the numbers, they can pinpoint the areas of research where readers show the most interest, and shortlist these topics for more in-depth coverage in future issues.

Richard Griscom, Head of the Music Library at UPenn and former IR manager, discusses the disproportionate success of the institution's undergraduate journal, *CUREJ: College Undergraduate Research Electronic Journal*. During September 2007, *CUREJ* documents made up a little over 2% of all the content in the repository, but they made up over 10% of the downloads.[12] Analyzing download statistics allows an institution to assess the impact of various scholarly endeavors and focus resources where they are most valuable. As Griscom tells it, these statistics encouraged other groups to approach him about creating various publications within UPenn's ScholarlyCommons.[13]

[8] White, Douglas R. and Ben Manlove. "Structure and Dynamics Vol.1 No.2: Editorial Commentary." Structure and Dynamics, Vol. 1 Iss. 2, 1996. Available at: http://repositories.cdlib.org/cgi/viewcontent.cgi?article=1050&context=imbs/socdyn/sdeas

[9] http://jeffline.jefferson.edu/

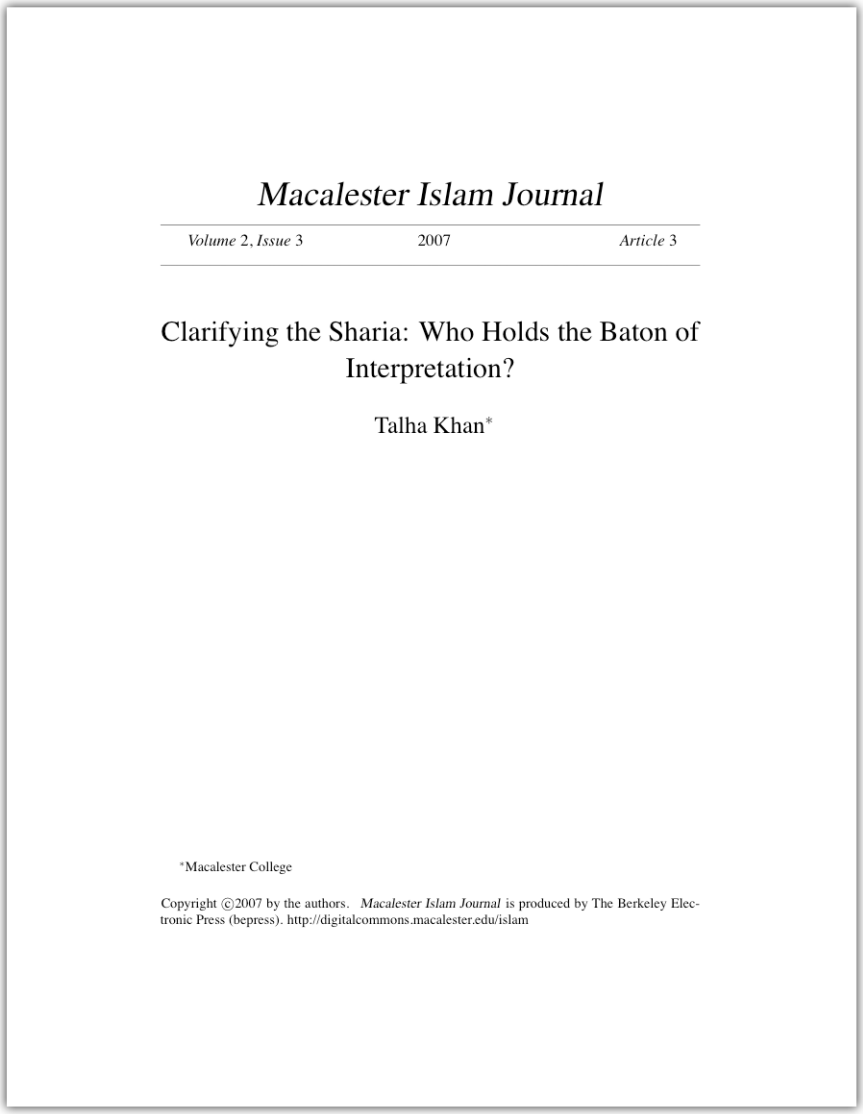
[10] http://jdc.jefferson.edu/

[11] http://jdc.jefferson.edu/hpn/

[12] DeTurck, Dennis and Richard Griscom. "Publishing Undergraduate Research Electronically," Scholarship at Penn Libraries. Oct. 2007. Available at: http://works.bepress.com/richard_griscom/6

[13] http://repository.upenn.edu/

Figure 1: The Macalester Islam Journal. A stamped cover page on the PDF article, produced by title page-generating software.



Macalester Islam Journal

Volume 2, *Issue* 3 2007 *Article* 3

Clarifying the Sharia: Who Holds the Baton of Interpretation?

Talha Khan*

*Macalester College

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> As the hub of an institution's scholarly communications, the library is in a unique publishing position. Scholars take advantage of this position to create a "context" or a "scholarly environment" for one or more journals.

Clearly, wide readership encourages authors and serves as a reflection of a successful library publishing program. Since it is in the library's best interest to facilitate the widest possible dissemination of its institutional publications, it must optimize the publications for search by Google and Google Scholar. Librarians as publishers must ensure that their journals are optimized for Google, using identifiers to provide Google with easy access to content. Editors and authors who publish within Digital Commons have their articles full-text indexed through Google and Google Scholar, as well as made highly-discoverable to other search engines. An independent professor posting work on his or her website likely does not know the ins and outs of search engine discovery, whereas a technical team has the knowledge and time to develop a format that maximizes discoverability. By structuring the underlying code in the appropriate way, a web development or design team can ensure that the search engine crawlers can discover it by citation data, abstract, or words in the full text.

As a publisher of academic journals online, our data on readership referrals shows that 80% of readers arrive at the journal articles straight from Google, without traveling through the journal's homepage, in which case while the download still registers in the report, the reader may not affiliate the content with the journal or the publishing institution. We'd like to share an approach to this issue. Digital Commons can automatically stamp all PDF articles with cover pages, which bear the journal name and/or the publishing institution's name, as well as the key article metadata. These pages are produced by a title page-generating software that is incorporated into the Digital Commons platform. There is a lot of junk on the Web and the journal or university's stamp on the cover page tells the reader that this is content from a reputable source. The cover page acts as a signal of quality.

Extending the Publishing Model

Some of the things that editors and libraries are doing, we expected. For instance, we expected journals with a paper history to publish their back content online. But we were surprised by many of the ways libraries and editors are pushing the limits of our current conception of "digital publishing." As the hub of an institution's scholarly communications, the library is in a unique publishing position. Scholars take advantage of this position to create a "context" or a "scholarly environment" for one or more journals. At UMass Amherst and McMaster University we are seeing scholars use library publishing to synthesize various content and resources within and outside of the university.

Take, for instance, Rex Wallace, linguist and one of few Etruscan language scholars in America. During Marilyn Billings' and Rex Wallace's first conversations about the UMass Amherst ScholarWorks repository, Billings discovered that Wallace had a database of arcane Etruscan inscriptions without a home.

> Rex Wallace speaks of Rasenna's creation in these terms: "The e-journal dovetailed with things Marilyn and I had been talking about for years. We saw it as a way to bring all the diverse programs we're working on together under one umbrella."

Wallace wanted to house these inscriptions where they could be freely accessed by the scholarly community, but also wanted a location that would act as a "springboard" to bring users to the Etruscan Texts Project and the Poggio Civitate Excavation Archive, both of which are housed within the Classics department. The pair used this opportunity to create a Center for Etruscan Studies within the repository, an idea that Wallace had been chewing on for some time. Soon after, Wallace and his colleague, Anthony Tuck, an archaelogist also at UMass Amherst, decided to extend this center by creating the journal *Rasenna*.[14]

Months later, Tuck was at a meeting of the Etruscan Foundation at the annual convention of the American Institute of Archaeology. The Etruscan Foundation had been publishing a well-known paper journal, *Etruscan Studies*, for over ten years, but noted that it was difficult for many scholars in the field to get easy access to the content. As Wallace tells it, Tuck showed off the Center and *Rasenna*, and the members, who got very excited about the prospect of making the *Etruscan Studies* content more widely accessible, started talking about publishing the back content on line. As Billings tells the same story, "After this presentation in Chicago some of these things become really self-evident, he showed them off, and something clicked."

Wallace, Tuck, and Lisa Marie Smith are now in the process of developing a digital version of *Etruscan Studies*,[15] a sibling journal to *Rasenna*. They are creating it, he says, out of a desire to make the back content "accessible to the field of Etruscan scholars." His next goal is to position UMass Amherst's Center for Etruscan Studies as *the* place to go in America for Etruscan Studies—"a sort of clearinghouse for the field," he says.

Editors and librarians are discovering that library publishing offers the potential for an integration of content types—the ability to create what has been alternately called a "context" or a "scholarly environment" for a journal. Wallace calls it an umbrella. He speaks of *Rasenna*'s creation in these terms: "The e-journal dovetailed with things Marilyn [Billings] and I had been talking about for years. We saw it as a way to bring all the diverse programs we're working on together under one umbrella."

In the same way that Wallace and Tuck are fashioning the Center for Etruscan Studies and all its associated parts into a "clearinghouse," the Russell Archives at McMaster University is in the process of creating its own digital presence, under the direction of Kenneth Blackwell.

Kenneth Blackwell is Bertrand Russell's archivist and has been the editor of *Russell: the Journal of Bertrand Russell Studies* since it began in 1971.[16] Dr.Blackwell was persuaded by the library at McMaster University to digitize all of the back issues and bring his journal online. While the most current years (2004-2007) are available by subscription only, he made past issues (1971-2003) openly available to all. It wasn't long before dozens of Russell-related texts were added, turning the site from a journal into a virtual Bertrand Russell center. The Russell Center is beginning to extend the journal content itself with rare leaflets, notes on his readers, and copies of his personal letters and interviews.

[14] http://scholarworks.umass.edu/rasenna/

[15] Published in paper. The journal site for the electronic version is currently in demo.

[16] http://digitalcommons.mcmaster.ca/russelljournal/

> The flexibility of library publishing ensures continuity —it accommodates both the changing nature of disciplines and departments.

What does it mean, though, to create a "context" or a "scholarly environment"? In an effort to elucidate this concept, we have identified key practices that are features of library publishing and components of developing a scholarly environment for a journal.

• **Publishing Back Issues:** Creating historical continuity is important in establishing an ejournal that has transitioned from paper. Many Digital Commons journals are using the system not only to publish going forward, but to publish back content as well. Editors, like those of *Nsodia/Contributions in Black Studies*, *World Cultures*, *PLACES*,[17] and *Etruscan Studies*, invest time in digitizing and publishing the back content, making what was originally only paper and available only to a few, now accessible to all scholars in the field.

[17] http://repositories.cdlib.org/ced/places/

• **Grouping Diverse Content Types:** Faculty members are taking advantage of e-publishing to archive and link to many different content types. For example, Alec Peck, editor of Boston College's *Teaching Exceptional Children Plus*, regularly includes links to supplemental podcasts and video. Bond University digitally publishes the journal *Spreadsheets in Education*[18] precisely because the topic of its study requires additional materials conducive only to the electronic format.

[18] http://epublications.bond.edu.au/ejsie/

• **Creating Families of Journals:** UMass Amherst is currently creating two sets of sibling journals: *Contributions in Black Studies* and *Nsodia*, as well as *Rasenna* and *Etruscan Studies*. As the library develops the system, it can facilitate browsing and searching—across families or across all library published journals—and provide a single, integrated look and feel.

• **Publishing Cross-Departmentally and Campus-Wide:** Librarians are also able to maintain continuity of publication, whether it is cross-departmental, cross-disciplinary, or campus-wide. Sue Wilson, for example, is pushing Illinois-Wesleyan's campus-wide magazine to go digital. She sees the repository as allowing them to move "out of the disciplinary and into the university wide content." Terri Fishel, Library Director at Macalester College, did not lose the *Macalester Islam Journal* when the editor, a professor in the Religious Studies department, left the school. Rather, she has found it a new home and it will begin publishing again under the editorship of a professor in the newly-established Middle Eastern Studies program. The flexibility of library publishing ensures continuity—it accommodates both the changing nature of disciplines and departments.

Making the Journal a True Showcase

Once the library has excited and engaged its faculty with the publishing program by offering the publishing services and support that faculty need. Editors are invested in their new journal ventures, and the library is helping them to expand the publishing model and achieve success. So where does the librarian go from here? We find that successful librarians get back out and continue to network, this time with successes in hand.

Figure 2: Illinois-Wesleyan University's journal, Res Publica. This journal was designed using the Golden Ratio.

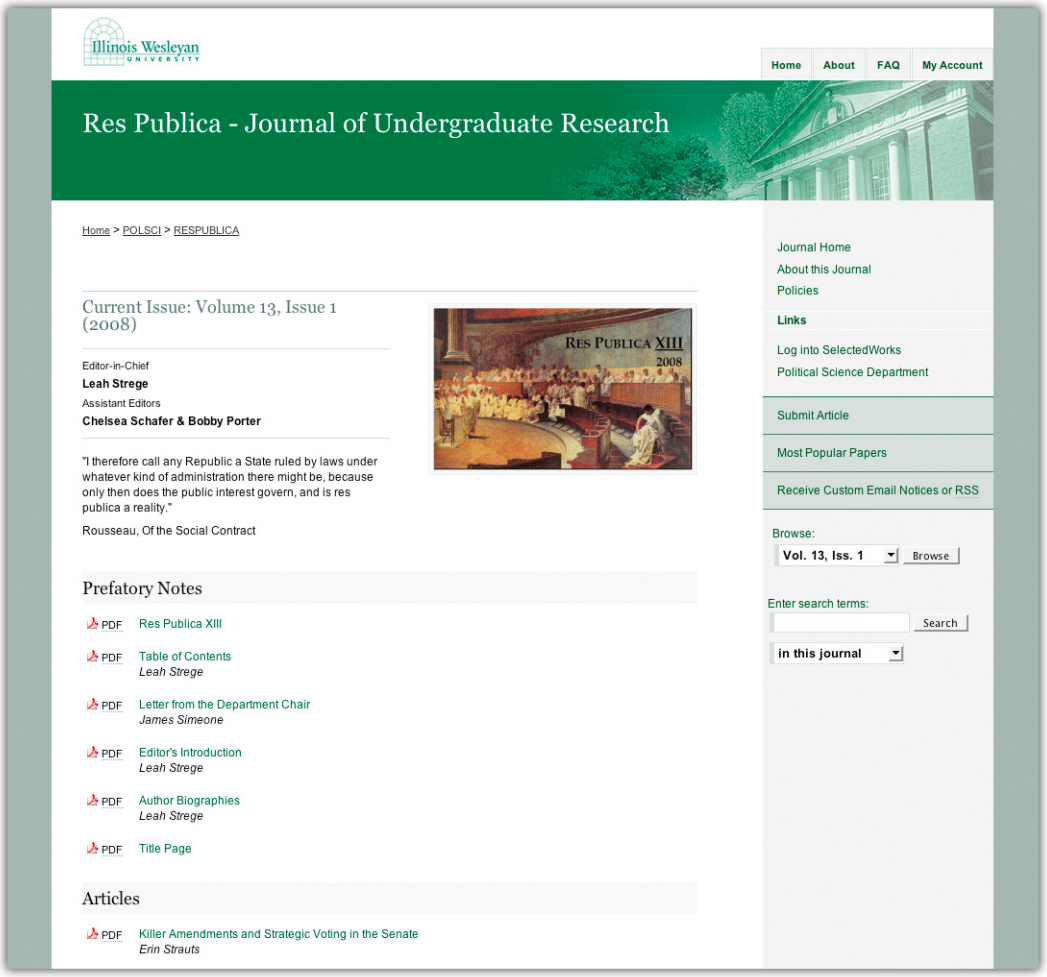
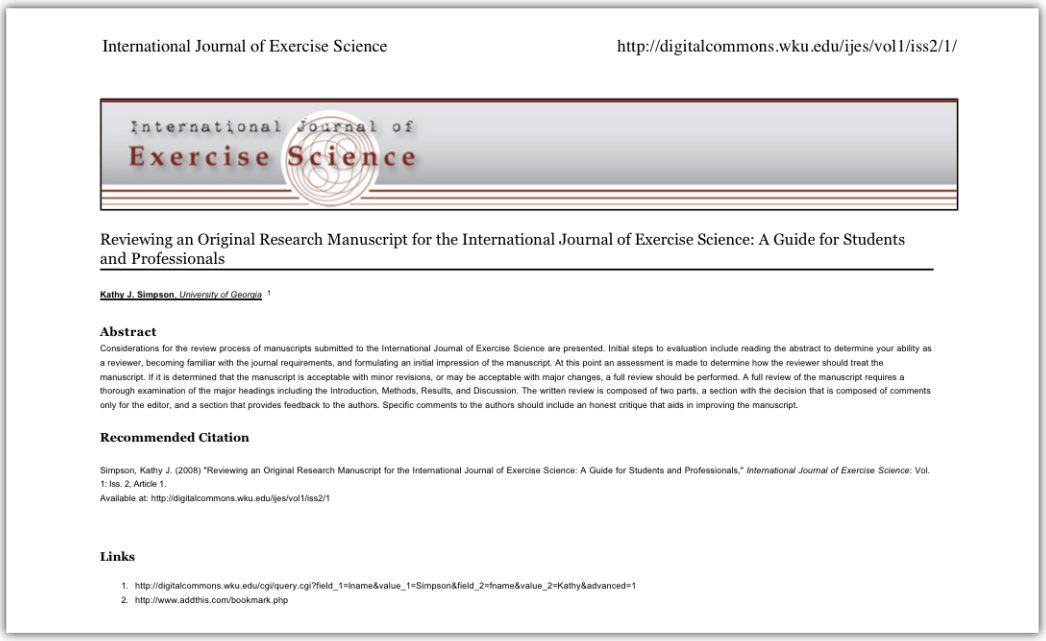


Figure 3: Western Kentucky University's International Journal of Exercise Science. Article page—online view. Compare with print view, Figure 4.

Figure 4: Same article page as Figure 3, in print view.



> We find that successful librarians get back out and continue to network, this time with successes in hand.

It's that simple: show off success. The librarian gets early adopters, he or she shepherds the first journals to success, and then, as Ann Koopman explained, "Once you've got a few and you show them around, they just come like dominos." Why is this? As we observed before, most scholars are persuaded by the success of their peers. With success in hand, the librarian is now able to demonstrate that the library is a committed, knowledgeable provider of on-campus journal publishing solutions. Prospective editors will recognize that the library can provide the services they need to begin new online journals or transition existing print journals to digital.

The journal is a reflection—a showcase, even—of its editorial board. Our editors want their journals to be as visually-compelling as traditional paper journals—and they want them to look good both on screen and in print. We've learned from experience that, to the editor, the librarian, and the readers, *design matters*.

We have learned that successful journal sites have a "look" as compelling as commercial journals, and a "feel" that is clean, easy to read and navigate, and demonstrates a coherent logic. As a small publisher we have worked hard on the presentation and design of our family of journals. Our journals have been designed by award-winning professional web designers, and we would like to share some best practices.

We present content with key aspects of visual harmony and readability in mind. Our Digital Commons journal pages were built upon concepts of the Golden Ratio and natural mapping, and use grid-based designs to both focus attention on the content and make that content as easily accessible as possible. We find that the little things matter: we always showcase new content from the journal's homepage, with title, editor and author names given primary focus. Believing that access is primary, we even position the full-text PDF icon to be the first thing the eyes meet when reading left to right.

We ensure on screen readability by designing with attention to optimal line length, spacing, white space, and harmony of color. Because users are drawn to order, alignment and consistency, we have designed the journals to integrate smoothly by providing continuity of design and navigation.

We also think it is necessary to consider what a digital object will look like in its printed form: when DC journal home pages and article pages are printed, they are rendered intelligible, without hyperlinks and other digital goodies irrelevant to the print format. We have also worked hard to maintain the important vestiges of print journals—down to serif fonts and continuous pagination. And as we mentioned before, since many readers find content through Google without traveling through an institutional portal, we make sure to stamp every article with a cover page branding it as the institution and author's own.

> Our librarians' excitement is contagious—in a good way. As we mentioned before, once they start talking, everybody starts talking, and soon, scholars start asking to publish with the library.

A picture is worth a thousand words—beautiful-looking, simple to navigate journal designs inspire other faculty members to take the leap. The excitement of good looks and good feel lends itself to the establishment of the library publisher, and it is the final key in getting publishing to "go viral."

Our librarians' excitement is contagious—in a good way. As we mentioned before, once they start talking, everybody starts talking, and soon, scholars start asking to publish with the library. Boston College's Mark Caprio recognizes that library publishing catches on only when scholars see their respected peers engaging in it and finding success. And recently, UMass Amherst Professor of Anthropology Ventura Perez and Marilyn Billings collaborated to get Perez's conference, *Landscapes of Violence*, online. Soon, he decided to also start a journal of the same name, *Landscapes of Violence*, the first issue of which will peer-review and publish the best conference presentations.

Conclusion

So what do Digital Commons librarians do once they've relinquished the role of tech support, and eased up on the cheerleading? They are generally taking on the roles of high-level administration and continue with key content identification. Connie Foster calls her role that of "overarching coordinator." She says, "Now, thankfully, when a journal or series is created, we [at the library] don't have to get directly involved in the management of it. Once we know a dedicated faculty member is in charge, the library's role is to make sure communication goes well. We set up the training for our editors, we coordinate and we troubleshoot." She goes on to identify the library as "the central contact point, but not the day to day manager."

As Foster wrote in a follow-up email, "Seize every opportunity!" Because there is always more original content to discover, by and large, DC librarians now get to go out and see who is "doing stuff." Foster, for example, is out finding more original content on campus and she, like many others, now shares stories of serendipitous discoveries. For instance, Foster recently attended an emeritus luncheon where the provost handed out photocopies of early WKU essays compiled by the president in 1926. Once she saw them, she decided to publish them online as the library's first project under Presidential Papers.

Successful journal publishing appears to rely on hitting the pavement and promoting. The librarian must be ready to invest time and commit to a long-term view. With support and encouragement, faculty will begin journals. The librarian uses these as a showcase for others, and lets design and success speak for themselves. While the first editors get involved in publishing because they believe in open-access or are looking to make a mark, for future editors the most powerful motivator is seeing the success of their peers. Publishing becomes viral, and the successful librarian encourages this. As Marilyn Billings says, "I no longer have to talk about it—they all do!"